

Physical Education (PE) at St Osmund's CE Middle School

This document is designed to give you an overview of PE at St Osmund's in terms of expectations and routines, the curriculum intent, implementation and impact..

Expectations and Routines

During Lessons

- ✓ Students are greeted as they arrive in the Sports Centre/on entry to the changing rooms. Wherever possible PE staff should 'check in' the changing rooms to ensure ready, respectful, safe behaviour is happening and to hurry students out to the Sports Hall for registration. Students collect in class lines for register by their teacher.
- ✓ Focus on standards: quick, punctual arrival for registration after changing, school PE kit being worn, health and safety check on jewellery (including ear rings) and long hair tied back.
- ✓ Each lesson has a starter question before the register (often focusing on recalling of previously learnt knowledge or preparation for this lesson's learning), use registration time for students to process the question and formulate answers, then 'spotlight' to gather initial responses. Adhere to 'no hands up' policy. Make sure that regular key word activities are also part of your teaching.
- ✓ Assessment for Learning; AT THE START OF THE LESSON - "This is the focus for today's lesson, this is what we are specifically looking at, where do you think you are at this now?" IN THE PLENARY - "This was the focus for today's lesson, this is what we specifically looked at, where do you think you are with this now? What do you need to do to improve at this further?"
- ✓ Build in recall time, relate to the big picture of previously taught lessons in the unit to ensure learning is embedded in long term memory.

Assessment

- ✓ Targeted questioning
- ✓ Teacher observations
- ✓ Peer observations and assessment
- ✓ Self assessment
- ✓ Use of knowledge organisers for recall and revision
- ✓ PE Meetings, lesson visits and lesson observations to moderate assessment tasks

Curriculum Development

- ✓ Store any resources that are created and have proved effective in the PE folder in the T:Drive. Share with PE colleagues. The SL will incorporate them into the relevant SOL.
- ✓ PE meetings will promote the sharing of good practice

Curriculum Intent

Subject design

The PE department share the vision of engaging pupils in '*a lifelong love of physical activity*', promoting sport for all and inclusion.

PE and Games in KS2 is designed to inspire a curiosity and fascination about formal games and creative activities such as dance and gymnastics. It is important to nurture their inquisitive thinking and understanding through a range of activities, such as team-building activities and orienteering. Of equal importance is to develop the students' appreciation for being physically active and to improve their

fine/gross motor skills. Students are taught PE and Games in their teaching groups, therefore mixed gender and ability.

Then KS3 PE and Games bridges the continued development of concepts and creativity in PE with gender specific classes for Games. PE is recognising the great differences in reasons for participation, recognising personal strengths and weaknesses, working to improve these weakness, working individually as well as part of a team. PE is developing resilience, tolerance, communication skills, the ability to cope with winning and losing and the links between everything mentioned.

The curriculum is scaffolded and knowledge rich to enable students to make progress through the concepts of skills, rules, strategy/creativity and understanding how the body responds to exercise/physical activity. The knowledge in this latter area builds towards the OCR Specification for GCSE PE (delivered at Thomas Hardy School). Lessons should be active, engaging, motivating and students would have a sense of wonder about being physically active.

Reflecting our school values

PE in St Osmund's should inspire our pupils with a curiosity and fascination about the world of sport and being physically active. We aim to empower students with knowledge about a diverse range of activities, together with a deep understanding and love for being/staying healthy. Units of work such as Health Related Fitness help students understand the impact of regular exercise on health and to see that there is hope for the future wellbeing of everyone if we understand how to look after ourselves through regular exercise.

Progression through the curriculum

The curriculum is progressive; concepts, terminology and understanding develop from Key Stages 2 to 3. The KS2 curriculum is currently being reviewed to ensure core/fundamental skills are developed in readiness to explore some slightly more advanced techniques in KS3. The KS3 units include challenge of GCSE standard, particularly in Health Related Fitness. More cross-curricular links are also being sought, such as developing a Year 7 Dance SOW to compliment and support the school's diversity agenda.

The curriculum includes regular opportunities to assess student progress through each unit of work. It is designed to build skills and knowledge and to recall previous knowledge to maintain progress of all aspects of PE and Games.

Success is a class who engage wholeheartedly in the practical activities and who genuinely participate in questioning 'think and link' activities.

Knowledge Organisers are one tool for regular home learning that is based on recall.

Curriculum Implementation

Equality of opportunity

The curriculum has been carefully designed and can be accessed by all learners. Students with SEN, particularly if they have an additional physical need, are supported by adapted activities where necessary. Our curriculum helps to offer equal access as it includes a wide and varied range of sports and activities.

Our 'spiralled' curriculum develops students' physical skills, practical knowledge and understanding through the 4 years. **See National Curriculum in England: physical education programmes of study.**

Curriculum Impact

Ensuring student progression

The curriculum is continually revised through activities that use transferable skills or concepts, such as netball and basketball. Some activities are revisited and built on through the four years in a scaffolding approach to learning, such as hockey and athletics. Other activities are introduced in KS3 to offer something exciting, new and more appropriate for a secondary curriculum, such as handball and contact rugby.

Underperforming students are identified in each class by the teacher. Subject teachers offer support which is mainly in class along and is evident by specific groupings and adapted activities to meet individual needs.

Additional opportunities to learn

The school offers an extensive weekly extra-curricular offer for all year groups. This is refreshed at the start of each half term and is updated weekly on the school website to inform parents and assist in their childcare planning. The PE department are at the core of this offer, organising sport clubs to encourage traditional team games (netball, hockey, football, rugby, rounders and cricket) as well as competing in local fixtures and competitions, including county competitions. Making good use of the school's PE facilities, other activities such as badminton, tennis, table tennis and athletics are also offered. Through PE Premium Funding additional support is bought in by external coaches to widen the extra-curricular offer to encourage activities such as basketball, yoga, kickboxing and archery. Other members of staff (non-PE specialists) also support the school's extra-curricular offer by organising activities such as Volleyball Club and Dance Club.

All students, regardless of performance level, are encouraged to attend extra-curricular clubs. Wherever possible we offer extra-curricular opportunities for students to represent the school, again, regardless of their performance level. In this mix opportunities are also provided for our most talented athletes to compete at local and county level. This builds a genuine sense of personal achievement and of pride in the school.

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